

CALIFORNIA SCHOOLS



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CALIFORNIA SCHOOLS

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Superintendent of Public Instruction

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CONTENTS

	Page
Public Schools Week (April 25-30, 1955).....	99
General Fund Expenditures of California School Districts for the Fiscal Years 1952-53 and 1953-54.....	100
Report on School Audits.....	109
Proposed Plans for Aviation Education.....	116
Fifty Years of Prescribed Instruction.....	119
Californians at Work.....	123
Departmental Communications	125
Interpretations of Law Applicable to Schools.....	129
For Your Information.....	132
Professional Literature	139
Directory of California State Department of Education.....	142

THE COVER ILLUSTRATION shows the complete plan for the 150-acre site of the new Bakersfield (junior) College, now under construction on China Grade Bluffs northeast of Bakersfield. At a cost of some \$9,000,000, the plant will eventually accommodate 3,500 students and will comprise 14 major building units, outdoor theater, stadium, playfields, parking areas, and extensive landscaping. The plans were prepared by Architects Wright, Metcalf, and Parsons, of Bakersfield, with Ralph Cornell, Landscape Architect, of Los Angeles, as consultant, and with the participation of T. L. McCuen, District Superintendent of Schools, Ralph Prator, College President, and the office of School Planning, State Department of Education. Facilities for 1,800 students will be ready for occupancy during 1955-56.

PUBLIC SCHOOLS WEEK¹

ROY E. SIMPSON, *Superintendent of Public Instruction*

The greatness of communities is determined by the attitudes of people toward them. And peoples' attitudes toward communities are determined by what they see in communities as forces contributing to the American way of living. These forces have economic, cultural, and spiritual values. They are made powerful by people and institutions. One of the greatest of these institutions is the public school.

The values offered by the public schools belong to all the people. How extensive the values are depends upon each person's understanding how the public schools operate, knowing what they offer in educational opportunities, having ideas regarding how the schools may offer programs that are constantly improving, and willingly putting forth the effort necessary to keep the schools free and strong.

The people have full responsibility for the continued successful operation of the public schools. To assume this responsibility they must know the needs of the schools—why they must have an ever-increasing number of buildings and well-trained teachers, why they must have adequate supplies, why they must offer educational programs geared to social progress. And the people must be prepared to help the schools meet these needs.

The purpose of Public Schools Week is to provide special opportunity for people to familiarize themselves with the work of the schools. In making this provision the schools should utilize all means available to them to inform the people fully regarding every problem involved in operating the public schools, the educational advantages offered by the schools, and how schools help children and youth to learn. The public schools are a community asset that should be known, understood, and valued highly by all the people.

Public Schools Week offers an opportunity that the schools and people should welcome wholeheartedly and enter into with sufficient zest to take from it the greatest good.

¹ Public Schools Week begins on the *fourth Monday in April* of each year, unless this date conflicts with Easter week. When the Easter vacation would interfere with that date, Public Schools Week is advanced two weeks, that is, to begin on the *second Monday in April*. The regular schedule will prevail in 1955, and the observance will be held April 25 to 30.

GENERAL FUND EXPENDITURES OF CALIFORNIA SCHOOL DISTRICTS FOR THE FISCAL YEARS 1952-53 AND 1953-54

RALPH R. BOYDEN, *Chief, Bureau of School Apportionments and Reports*

The general fund expenditures of the public schools maintained by California school districts for the fiscal years 1952-53 and 1953-54 have been compiled from annual financial reports of the county superintendents of schools. Similar compilations have been prepared and published in *California Schools*¹ for the fiscal years 1946-47 to date. The present summary gives an analysis of general fund expenditures, showing for each school level the total amount, the amount per pupil in average daily attendance, and percentages of the total amount expended for each of the major classes of expenditure listed in the *California School Accounting Manual*.² Percentages are expressed in two ways—in terms of total expenditures and in terms of the current expense of education.³ The latter method is the one more commonly used.

The expenditures included in this analysis are those paid from the general funds of school districts.⁴ The analysis does not include transfers to other school districts nor expenditures of special funds of school districts. The expenditures of county superintendents of schools, including those for maintenance of emergency schools and other special schools and classes, are omitted, and the average daily attendance in such schools and classes has not been employed in the computation of expenditures per unit of average daily attendance in these tables.

Expenditures shown under Class 8—FOOD SERVICE represent only the expenditures from general funds of school districts for this purpose and do not include the expenditures for food service purposes made from cafeteria funds and cafeteria accounts of school districts.

Expenditures for food service purposes made from cafeteria funds maintained in county treasuries and from cafeteria accounts maintained

¹ For the fiscal years 1946-47 and 1947-48, *California Schools*, XX (December, 1949), 331-34; for 1947-48, 1948-49, and 1949-50, XXII (May, 1951), 169-76; for 1949-50 and 1950-51, XXIII (May, 1952), 195-207; for 1950-51 and 1951-52, XXIV (June, 1953), 244-60; and for 1951-52 and 1952-53, XXV (March, 1954), 126-34. Data for this series of reports, including the present one, have been compiled in the Bureau of School Apportionments and Reports by Mrs. Dorothy Kirschman, Accounting Technician, from county reports reviewed by S. H. Swift, Semi-senior Accountant.

² *California School Accounting Manual*, Bulletin of the California State Department of Education, Vol. XX, No. 2, March, 1951 (revised edition), pp. 8-10.

³ The term "current expense of education" is employed here to designate expenditures of classes 1 to 7, inclusive, excluding Class 8—FOOD SERVICE, Class 9—COMMUNITY SERVICES, and Class 10—CAPITAL OUTLAY. The use of this term is recommended in the *California School Accounting Manual*, p. 9.

⁴ In the case of the Los Angeles city elementary, high school, and junior college districts, and the Oakland, San Francisco, and San Diego unified school districts, the current expense paid from retirement tax funds is also included, since comparable expense of other districts is paid from general funds.

in banks by school districts for the fiscal year 1953-54 were as follows: Elementary school districts: \$13,290,629.21, or \$12.32 per unit of a.d.a.; high school districts: \$12,620,408.61, or \$28.79 per unit of a.d.a.; junior college districts: \$259,481.56, or \$4.14 per unit of a.d.a.; unified districts: \$9,923,055.11, or \$15.91 per unit of a.d.a.; state total: \$36,093,574.49, or \$16.38 per unit of a.d.a.

In connection with these expenditures per unit of average daily attendance, it should be noted that cafeteria funds and accounts were reported as maintained in only 55 of the 58 counties of the state, and that the amounts were derived by using state totals of average daily attendance. These amounts should not be construed as representing costs per pupil actually participating in the program, since some districts do not maintain lunch programs and not all pupils participate in those districts which do maintain cafeterias.

Table 1 presents a statement of average daily attendance, by grade levels, in elementary school districts, high school districts, junior college districts, and unified school districts, with consolidated totals for all districts. Average daily attendance credited to county school funds is

TABLE 1
AVERAGE DAILY ATTENDANCE¹ IN CALIFORNIA PUBLIC SCHOOLS
BY JURISDICTION, AND BY DISTRICT LEVEL OR GRADE
SPAN, 1952-53 AND 1953-54

Jurisdiction	Grade span	1952-53	1953-54
In classes under jurisdiction of			
1. Separate ELEMENTARY SCHOOL DISTRICTS.....	K-8	1,004,910	1,078,538
2. Separate HIGH SCHOOL DISTRICTS.....	7-14	417,901	438,399
3. Separate JUNIOR COLLEGE DISTRICTS.....	11-14	56,538	62,672
4. UNIFIED SCHOOL DISTRICTS.....	K-14	553,598	623,789
5. Total ALL SCHOOL DISTRICTS.....		2,032,947	2,203,398
In classes under jurisdiction of COUNTY SUPERINTENDENT OF SCHOOLS, paid for from			
County school tuition fund			
6. Elementary.....	1-8	8	13
7. High school.....	9-12	125	130
County school service fund			
8. Elementary.....	1-8	2,674	3,366
9. High school.....	9-12	1,406	1,476
10. Total in classes under jurisdiction of COUNTY SUPER- INTENDENT OF SCHOOLS.....		4,213	4,985
11. Grand total.....		2,037,160	2,208,383

¹ The total average daily attendance shown in this table and employed for the computation of unit expenditures may differ by a few units from the total employed in the derivation and apportionment of the State School Fund. This is a result of the conversion of whole numbers and fractions to whole numbers (Education Code Section 6902) with junior high school attendance in grades 7 and 8 included with other high school average daily attendance for unit expenditure purposes, whereas the same amounts are often distributed to several elementary school districts for apportionment purposes.

TABLE 2
TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN CALIFORNIA **ELEMENTARY SCHOOL DISTRICTS** FROM GENERAL FUNDS¹ ONLY, 1952-53 AND 1953-54

Classification of expenditures	1952-53				1953-54			
	Amount of expenditures		Per cent—		Amount of expenditures		Per cent—	
	Total	Per unit a.d.a. ²	Of total expenditures	Of total current expense of education	Total	Per unit a.d.a. ²	Of total expenditures	Of total current expense of education
1—ADMINISTRATION.....	\$9,489,961.47	\$9.44	3.73	4.04	\$11,599,985.90	\$10.76	3.87	4.21
2a—CERTIFICATED SALARIES OF INSTRUCTION.....	135,581,501.92	134.74	61.95	66.44	183,346,050.92	170.18	61.91	66.00
2b—OTHER SALARIES OF INSTRUCTION.....	9,755,722.86	9.73	1.87	2.03	5,755,486.32	5.35	1.91	2.09
2c—OTHER EXPENSES OF INSTRUCTION.....	9,755,722.86	9.73	3.64	1.95	10,629,611.39	9.85	1.55	1.86
3—AUXILIARY SERVICES.....	3,969,727.32	3.93	1.96	1.69	4,700,722.39	4.36	1.59	1.74
4—OPERATION OF SCHOOL PLANT.....	22,739,925.97	22.23	8.92	9.69	26,425,902.98	24.36	8.78	9.54
5—MAINTENANCE OF SCHOOL PLANT.....	19,033,174.53	19.01	3.52	3.88	19,788,377.60	19.29	3.46	3.74
6—FIXED CHARGES.....	11,465,551.60	11.41	4.50	4.88	12,788,377.60	11.86	4.37	4.66
7—TRANSPORTATION OF PUPILS.....	8,506,156.32	8.46	3.34	3.62	9,843,261.72	9.13	3.29	3.57
Total Current Expense of Education.....	\$234,756,332.36	\$233.60	92.17	100.00	\$275,578,749.16	\$255.51	92.04	100.00
8—FOOD SERVICE.....	1,828,365.74	1.82	0.77	1.86	2,007,693.45	1.86	0.67	0.67
9—COMMUNITY SERVICES.....	1,715,989.59	1.71	0.62	0.65	1,949,418.94	1.81	0.65	0.65
10—CAPITAL OUTLAY.....	16,422,817.79	16.34	6.44	6.44	19,859,415.61	18.41	6.64	6.64
Total Expenditures.....	\$254,723,505.48	\$253.47	100.00		\$299,395,277.16	\$277.59	100.00	

¹ Including Retirement Tax Funds for local district retirement systems.

² See Table 1, line 1, for divisions employed in computing per-pupil expenditures.

³ Not including Capital Outlay financed by bonds and state aid through special funds.

TABLE 3
TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN CALIFORNIA HIGH SCHOOL DISTRICTS FROM GENERAL FUNDS¹ ONLY, 1952-53 AND 1953-54

Classification of expenditures	1952-53				1953-54			
	Amount of expenditures		Per cent—		Amount of expenditures		Per cent—	
	Total	Per unit a.d.a. ²	Of total expenditures	Of total current expense of education	Total	Per unit a.d.a. ²	Of total expenditures	Of total current expense of education
1—ADMINISTRATION.....	\$6,035,920.98	\$14.44	3.45	3.82	\$6,886,121.54	\$15.71	1.52	3.92
2a—CERTIFICATED SALARIES OF INSTRUCTION.....	95,886,227.13	219.45	54.74	60.75	106,539,096.76	243.02	54.48	60.74
2b—OTHER SALARIES OF INSTRUCTION.....	5,447,243.75	13.03	3.11	3.45	5,891,665.77	13.44	3.01	3.35
3—OTHER EXPENSE OF INSTRUCTION.....	8,118,561.14	19.43	4.64	5.14	9,359,943.17	21.35	4.79	5.34
3a—AUXILIARY SERVICES.....	3,335,311.95	7.96	1.90	2.11	3,857,128.17	8.80	1.97	2.20
4—OPERATION OF SCHOOL PLANT.....	16,255,452.33	38.90	9.28	10.30	18,059,662.07	41.19	9.23	10.30
5—MAINTENANCE OF SCHOOL PLANT.....	7,824,026.36	18.72	4.47	4.96	8,955,615.09	20.43	4.58	5.11
6—FIXED CHARGES.....	9,024,012.82	21.59	5.15	5.72	9,384,265.21	21.40	4.80	5.35
7—TRANSPORTATION OF PUPILS.....	5,911,250.87	14.15	3.38	3.75	6,471,695.69	14.76	3.31	3.69
Total Current Expense of Education.....	\$157,828,007.33	\$377.67	90.12	100.00	\$175,405,193.43	\$400.10	89.69	100.00
8—FOOD SERVICE.....	572,015.75	1.37	0.33		613,490.80	1.40	0.32	
9—COMMUNITY SERVICES.....	1,040,181.07	2.49	0.59		1,157,354.59	2.64	0.59	
10—CAPITAL OUTLAY.....	15,701,889.03	37.57	8.96		18,384,723.82	41.94	9.40	
Total Expenditures.....	\$175,142,093.18	\$419.10	100.00		\$195,560,762.64	\$446.08	100.00	

¹ Including Retirement Tax Funds for local district retirement systems.

² See Table 1, line 2, for divisors employed in computing per-pupil expenditures.

³ Not including Capital Outlay financed by bonds and state aid through special funds.

TABLE 4
TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN CALIFORNIA **JUNIOR COLLEGE DISTRICTS** FROM GENERAL FUND ¹ ONLY, 1952-53 AND 1953-54

Classification of expenditures	1952-53				1953-54			
	Amount of expenditures		Per cent—		Amount of expenditures		Per cent—	
	Total	Per unit a.d.a. ²	Of total expenditures	Of total expense of education	Total	Per unit a.d.a. ²	Of total expenditures	Of total current expense of education
1—ADMINISTRATION	\$1,205,015.44	\$21.31	4.12	5.00	\$1,296,915.37	\$20.69	4.05	4.82
2a—CERTIFICATED SALARIES OF INSTRUCTION	13,598,729.87	245.33	47.57	57.69	15,759,834.37	251.47	49.24	58.55
2b—OTHER SALARIES OF INSTRUCTION	1,970,513.38	34.85	6.74	8.18	2,232,084.33	35.46	6.94	8.26
2c—OTHER EXPENSE OF INSTRUCTION	1,212,537.32	21.95	4.15	5.03	1,256,785.73	19.74	3.86	4.60
3—AUXILIARY SERVICES	1,287,863.86	23.09	0.99	1.19	1,290,681.58	4.64	0.91	1.08
4—OPERATION OF SCHOOL PLANT	2,583,918.06	45.70	8.84	10.73	2,865,593.91	45.73	8.95	10.64
5—MAINTENANCE OF SCHOOL PLANT	1,153,928.14	20.41	3.95	4.79	1,334,977.63	21.30	4.17	4.96
6—FIXED CHARGES	1,516,319.40	26.82	5.19	6.29	1,637,248.85	26.12	5.12	6.08
7—TRANSPORTATION OF PUPILS	264,502.78	4.68	0.91	1.10	271,538.12	4.33	0.85	1.01
Total Current Expense of Education	\$24,093,328.25	\$426.14	82.46	100.00	\$26,915,589.89	\$429.47	84.09	100.00
8—FOOD SERVICE	60,006.80	1.06	0.21		56,491.29	0.90	0.18	
9—COMMUNITY SERVICES	238,078.74	4.21	0.81		258,504.32	4.12	0.81	
10—CAPITAL OUTLAY ³	4,828,944.15	85.41	16.52		4,775,492.82	76.20	14.92	
Total Expenditures	\$29,220,357.94	\$516.82	100.00		\$32,006,078.32	\$510.69	100.00	

¹ Including Retirement Tax Funds for local district retirement systems.

² See Table 1, line 3, for divisors employed in computing per-pupil expenditures.

³ Not including Capital Outlay financed by bonds and state aid through special funds.

TABLE 5

TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN CALIFORNIA **UNIFIED SCHOOL DISTRICTS** FROM GENERAL FUNDS¹ ONLY, 1952-53 AND 1953-54

Classification of expenditures	1952-53				1953-54			
	Amount of expenditures		Per cent—		Amount of expenditures		Per cent—	
	Total	Per unit a.d.a. ²	Of total expenditures	Of total current expense of education	Total	Per unit a.d.a. ²	Of total expenditures	Of total current expense of education
1—ADMINISTRATION.....	\$5,908,010.86	\$10.67	3.35	3.61	\$7,277,852.73	\$11.67	3.45	3.70
2a—CERTIFICATED SALARIES OF INSTRUCTION.....	106,314,400.42	192.04	60.29	65.00	129,459,596.07	207.54	61.42	65.82
2b—OTHER SALARIES OF INSTRUCTION.....	5,663,432.91	10.23	3.21	3.46	6,874,456.71	11.02	3.26	3.50
2c—OTHER EXPENSE OF INSTRUCTION.....	7,173,871.28	12.96	4.07	4.39	8,299,469.21	13.31	3.94	4.22
3—AUXILIARY SERVICES.....	3,900,502.57	7.05	2.21	2.38	4,660,271.32	7.47	2.21	2.37
4—OPERATION OF SCHOOL PLANT.....	16,212,795.87	29.29	9.19	9.91	19,382,158.44	31.07	9.20	9.85
5—MAINTENANCE OF SCHOOL PLANT.....	8,600,724.49	15.54	4.88	5.26	9,562,046.00	15.33	4.54	4.86
6—FIXED CHARGES.....	7,592,094.66	13.71	4.31	4.64	8,423,404.78	13.50	4.00	4.28
7—TRANSPORTATION OF PUPILS.....	2,205,675.08	3.98	1.25	1.35	2,758,063.48	4.42	1.31	1.43
Total Current Expense of Education.....	\$163,571,508.14	\$295.47	92.76	100.00	\$196,697,318.74	\$315.33	93.33	100.00
8—FOOD SERVICE.....	585,062.67	1.06	0.33		669,821.89	1.07	0.32	
9—COMMUNITY SERVICES.....	998,147.93	1.80	0.57		1,216,142.62	1.95	0.58	
10—CAPITAL OUTLAY.....	11,192,404.03	20.22	6.34		12,172,783.63	19.51	5.77	
Total Expenditures.....	\$176,347,122.77	\$318.55	100.00		\$210,756,066.88	\$337.86	100.00	

¹ Including Retirement Tax Funds for local district retirement systems.

² See Table 1, line 4, for divisors employed in computing per-pupil expenditures.

³ Not including Capital Outlay financed by bonds and state aid through special funds.

TABLE 6
TOTAL AND PER-PUPIL EXPENDITURES BY CLASS OF EXPENDITURE, AND PER CENT DEVOTED TO EACH CLASS OF EXPENDITURE, IN ALL CALIFORNIA SCHOOL DISTRICTS FROM GENERAL FUNDS¹ ONLY, 1952-53 AND 1953-54

Classification of expenditures	1952-53				1953-54			
	Amount of expenditures		Per cent—		Amount of expenditures		Per cent—	
	Total	Per unit a.d.a. ²	Of total expenditures	Of total current expense of education	Total	Per unit a.d.a. ²	Of total expenditures	Of total current expense of education
1—ADMINISTRATION.....	\$22,638,908.75	\$11.14	3.56	3.90	\$27,060,875.54	\$12.28	3.67	4.01
2a—CERTIFICATED SALARIES OF INSTRUCTION.....	371,602,860.34	182.79	58.48	64.04	435,304,578.12	197.56	59.01	64.53
2b—OTHER SALARIES OF INSTRUCTION.....	17,836,915.88	8.77	2.81	3.08	20,743,663.29	9.41	2.81	3.07
2c—OTHER EXPENSE OF INSTRUCTION.....	25,777,506.13	12.68	4.06	4.44	29,525,809.12	13.40	4.00	4.38
3—AUXILIARY SERVICES.....	11,483,435.70	5.65	1.81	1.98	13,578,770.46	6.16	1.84	2.01
4—OPERATION OF SCHOOL PLANT.....	57,792,132.23	28.43	9.09	9.96	66,602,757.04	30.23	9.03	9.87
5—MAINTENANCE OF SCHOOL PLANT.....	26,631,853.52	13.10	4.19	4.59	30,201,542.70	13.71	4.09	4.48
6—FIXED CHARGES.....	29,597,978.48	14.56	4.66	5.10	32,234,295.94	14.63	4.37	4.78
7—TRANSPORTATION OF PUPILS.....	16,887,585.05	8.31	2.66	2.91	19,344,559.01	8.78	2.62	2.87
Total Current Expense of Education.....	\$580,249,176.08	\$285.43	91.32	100.00	\$674,596,851.22	\$306.16	91.44	100.00
8—FOOD SERVICE.....	3,045,450.96	1.50	0.48		3,147,497.43	1.52	0.46	
9—COMMUNITY SERVICES.....	3,992,397.33	1.96	0.63		4,581,420.47	2.08	0.62	
10—CAPITAL OUTLAY.....	48,146,055.55	23.68	7.57		55,192,415.88	25.05	7.48	
Total Expenditures.....	\$635,433,079.37	\$312.57	100.00		\$737,718,185.00	\$334.81	100.00	

¹ Including Retirement Tax Funds for local district retirement systems.

² See Table 1, line 5, for divisors employed in computing per-pupil expenditures.

³ Not including Capital Outlay financed by bonds and state aid through special funds.

given, separately, to permit reconciliation with state totals employed for apportionment of the State School Fund.

Tables 2 to 5 inclusive, present, respectively, the expenditures of elementary school districts, high school districts, junior college districts, and unified school districts, for each major class of expenditure. Table 6 contains comparable data for all districts in the form of consolidated totals.

Table 7 presents in summary form the amount and per cent of increase in total and per-pupil current expense of education in the fiscal year 1952-53 compared with the preceding fiscal year 1951-52, and similarly in the fiscal year 1953-54 compared with the preceding fiscal year 1952-53.

In Table 2, the figures for elementary school districts include attendance and expenditures in kindergartens and elementary schools. In Table 3, attendance¹ and expenditures of grades 7 and 8 in junior high schools

¹ Average daily attendance in grades 7 and 8 in junior high schools is credited to elementary school districts of residence for the computation of Basic State Aid and State Equalization Aid in the apportionment of State School Fund; however, these units of a.d.a. have been employed herein in the computation of expenditures per unit of a.d.a. of high school districts, since junior high schools are maintained by high school districts and the expenditures for educating pupils in grades 7 and 8 in junior high schools are paid from the general funds of high school districts.

TABLE 7

AMOUNT AND PER CENT OF INCREASE IN TOTAL AND PER-PUPIL CURRENT
EXPENSE OF EDUCATION IN CALIFORNIA SCHOOL DISTRICTS, 1952-53
COMPARED WITH 1951-52, AND 1953-54 COMPARED WITH 1952-53

	Increase 1952-53 over 1951-52		Increase 1953-54 over 1952-53	
	Amount	Per cent	Amount	Per cent
A. Increase in TOTAL CURRENT EXPENSE OF EDUCATION				
1. Elementary school districts.....	\$27,530,603.04	13.29	\$40,822,416.80	17.39
2. High school districts.....	8,934,954.78	6.00	17,577,186.10	11.14
3. Junior college districts.....	1,561,076.90	6.93	2,822,261.64	11.71
4. Unified school districts.....	34,911,312.85	27.13	33,125,810.60	20.25
All school districts.....	\$72,937,947.57	14.38	\$94,347,675.14	16.26
B. Increase in AVERAGE DAILY ATTENDANCE				
1. Elementary school districts.....	35,774	3.69	73,628	7.33
2. High school districts.....	*2,350	*.56	20,498	4.90
3. Junior college districts.....	1,104	1.99	6,134	10.85
4. Unified school districts.....	96,870	21.21	70,191	12.68
All school districts.....	131,398	6.91	170,451	8.38
C. Increase in CURRENT EXPENSE OF EDUCATION PER UNIT OF AVERAGE DAILY AT- TENDANCE				
1. Elementary school districts.....	\$19.77	9.25	\$21.91	9.38
2. High school districts.....	23.37	6.60	22.43	5.94
3. Junior college districts.....	19.67	4.84	3.33	0.78
4. Unified school districts.....	13.77	4.89	19.86	6.72
All school districts.....	\$18.64	6.99	\$20.73	7.26

* Decrease.

maintained by high school districts, and of grades 13 and 14 in junior colleges maintained by high school districts, are included with high school data for grades 9 to 12, inclusive.

In Table 4, figures for junior college districts include attendance and expenditures of grades 11 and 12 in the four-year junior colleges maintained by the one junior college district (Pasadena) where the "6-4-4" plan is in use.

In Table 5, the attendance and expenditures of unified school districts have been compiled separately, without any attempt at analysis by level.

During the fiscal year 1948-49,¹ the total average daily attendance credited to all school districts was 1,615,305 and the total current expense² was \$368,992,815.18. Over a five-year period the average daily attendance increased in the amount of 588,093, or 36.4 per cent, and the total current expense of education increased \$305,604,036.04, or 54.7 per cent.

The current expense per unit of a.d.a. for all school districts in 1948-49 was \$228.44. In 1953-54 this unit expense had increased to \$306.16. The increase over the five-year period was \$77.72, or 34.0 per cent.

¹ See Tables 1 and 6 on pages 170 and 175 in *California Schools*, XXII (May, 1951).

² Prior to the fiscal year 1951-52, the expenditures for Class 8—FOOD SERVICE from the general funds for school districts were not segregated but were included in the total current expense. This item is relatively minor and does not seriously impair the validity of this comparison.

REPORT ON SCHOOL AUDITS¹

CARL G. ORNE, C.P.A., of the staff of Thompson, Dechow, Garcia, and Reich, Certified Public Accountants, Oakland, California

This report was compiled by Mr. Orne for the Committee on Governmental Accounting and Auditing of The California Society of Certified Public Accountants

The Society's Newsletter of June 1953 contained an insert announcing the passage of important legislation requiring the auditing of all California school districts by independent accountants. This report to the membership intends to summarize the current position of the School Audit program.

BACKGROUND OF THE PROGRAM

Proposals requiring examination of the finances of school districts were introduced into the State Legislature as far back as 1935. The 1951 Legislature inserted Section 5009 into the Education Code permitting the Department of Finance to conduct examinations of school districts, but no appropriation was made to pay for these examinations. The Audits Division of the Department of Finance, however, started on a limited program of examinations and when the 1953 Legislature passed Section 5010 of the Education Code as of June 5, 1953, the experience gained from these examinations was used as a basis for developing a program for the audits required under that new section.

At the invitation of the Department of Finance the Committee on Governmental Accounting and Auditing reviewed the proposed audit program and was in constant close touch with the Audits Division of the Department of Finance during the preparation and distribution of all information furnished to the prospective school auditors.

SCOPE OF THE PROGRAM

The School Audit program is a large one. For 1952-53, 2032 districts had to be examined and reported on; their total expenditures were approximately \$995,000,000. Two hundred thirty-three accounting firms in the state shared in this program, as shown in Table A. (Page 114.)

The new law required submission of the first audit report no later than December 31, 1953. More than one-quarter of all reports were filed after this due date, several were received as late as June 1954, and one is still outstanding.

Only approximately 10% of all reports submitted were found acceptable without any questions. No exact information is available at this time as to how many reports had to be rejected as inadequate, but

¹ Reprinted from *The California Certified Public Accountant*, XXII (November, 1954), 34-38.

the Audits Division is now in the process of advising school districts and county school superintendents of all cases where serious deficiencies were found. These contracting officials will then contact the auditor concerned and request correction of such deficiencies.

The cost of this audit program to all districts in the state were approximately \$960,000; i.e., less than 1/10 of 1% of the total expenditures of these districts. Prior to passage of Section 5010 of the Education Code, districts had spent approximately \$270,000 annually on independent examination of their own accounts and of such special funds as student body and cafeteria accounts. Additional expenditures by districts under the new program, therefore, amounted to approximately \$690,000. Expressing cost in terms of average daily attendance or as a percentage of total expenditures does not furnish an adequate basis for comparing the program's cost to individual districts. A wide variance of costs so measured exists throughout the state and it has not been practicable to develop comparative statistics.

RULE 58

The majority of all reports submitted to the Audits Division were found to comply with Rule 58 of the State Board of Accountancy.¹ About one-half of all accountants either refused to render an opinion or qualified their opinion so strongly that it had the effect of negating it. About one-half of all accountants gave acceptable qualified opinions. A very small remainder rendered unqualified opinions. Any obvious or apparent violation of Rule 58 is being made the subject of further inquiry by the Department of Finance through a deficiency letter.

DEFICIENCIES

The Department found that a number of weaknesses and deficiencies seemed to reoccur in many of the reports. The following observations may assist members now engaged in examining school district records for the school year 1953-54 in avoiding some of the same errors:

Many reports included financial statements showing conditions as they existed after the completion of the auditor's work. Such statements could have been prepared only after a considerable amount of write-up work had been performed. By not stating that this was the case, the auditor gave an incorrect impression of the condition of the district's records and also failed to point out the true benefit of his services rendered.

On occasion the financial statements indicated serious irregularities in the financial affairs of the district, such as substantial deviations of actual expenditures from budgeted amounts. The auditor's report, however, failed to comment on such obvious irregularities.

¹ EDITOR'S NOTES California Administrative Code, Title 16, Professional and Vocational Standards, Chapter 1, State Board of Accountancy, Section 58, deals with "Expressing Opinions." A Certified Public Accountant or Public Accountant who allows his name to be associated with financial statements must do one of the following: (1) express an unqualified opinion; (2) express a qualified opinion; (3) disclaim an opinion on statements taken as a whole; or (4) disclose that the statements have been prepared without audit. The section explains the conditions under which each of the alternative actions may be taken.

Many auditors refused to commit themselves on matters of title to real estate and insurance coverage. The Department feels that a general review of these subjects should have been within the normal scope of their examinations and qualifications.

Often, unusual items, even when material in amount, were not clearly explained as to their nature, makeup and origin.

The use of the accrual basis on financial statements was not consistent throughout the reports, thereby making comparisons on county or state-wide bases difficult or impossible.

Figures used in audit reports for such items as average daily attendance, accounts payable or accounts receivable were not compared to those contained in similar reports previously filed by the district.

No reconciliation was made in many cases to agree fund transfers in both funds concerned or to verify receivables against payables for such reciprocal items as inter-district tuition. In a few reports even the balance sheet surplus did not agree with amounts shown on the statement of operations.

Standard paragraphs and phrases were used on a county-wide basis, but care was not taken to remove sections from reports when these comments did not apply to the particular district reported on.

Sections and schedules considered essential by the Audits Division were omitted from numerous reports, thereby necessitating follow-up letters.

Confusion seemed to exist in some cases as to applicable tax rates and dates of assessed valuation called for in the sample audit report.

The breakdown of tax rates shown was not sufficiently detailed to allow a reconciliation of expected to actual revenues.

Reluctance was apparent on the part of some auditors to criticize fiscal policies of the county uncovered during the audit of school district, possibly because the same auditor had made examinations of that county's records in the past.

It appears that the majority of reports submitted by the member firms of the Society and awarded to them on a professional basis were proper and complete. Many of the weaknesses occurred in the reports which were prepared by accountants not properly qualified to do the job and chosen on an unsatisfactory basis, as outlined in the Fees and Contracts section below.

THE AUDITORS' PROBLEMS

As was to be expected during the first year of a program of such magnitude, a number of problems were encountered. Some of these problems occurred in connection with records and the technical performance of the work, some in connection with personal relations.

As to records it was found at times that none or inadequate records were maintained, especially in small districts. On the other hand, it was found that much duplication existed in records maintained by the district, the county superintendent of schools, and the county auditor or controller. A special subcommittee of this committee is now exploring the extent of such duplication and ways and means of avoiding it in the future.

The school auditor's personal relations are primarily with three classes of persons: school business officials, school and county officials, and members of governing boards. It appeared that generally the school business officials were most understanding of the problems of the independent accountant. Relations with this group were reported to be excellent throughout this program. School and county officials found a few occasions to complain about their outside auditor. There were some cases when they felt unnecessarily imposed upon in the question of minor and unimportant matters and there seemed to be other cases where, on the contrary, they felt they were not given sufficient guidance and advice by their accountant. According to impressions gained by officials of the Department of Education, the feeling among both these groups of officials seemed to be generally favorable toward the program. Many school officials were pleased to find that, contrary to their initial fears, the auditor kept strictly to the field of finances and did not try to interfere in matters of school administration or district policies. They were pleased, also, that audit findings generally supported the propriety of their record keeping in such important fields as attendance accounting and budgetary control.

Some difficulties were encountered in the field of relations with school trustees, especially in small districts. State officials and members of this committee both feel that some of these difficulties are due to a lack of awareness of many auditors of the importance of planned public relations. In many cases the governing board was presented with a complete audit report but not furnished any explanations or background information. Personal presentation of the audit report to the district's trustees would have been an effective means of securing favorable reception on the part of these officials. Where, in large counties with widespread districts, it will be found impracticable to contact all such boards personally at different times, the county superintendent of schools could arrange for county-wide or regional meetings of trustees for the purpose of discussing their audit reports. The insertion of some complimentary comments, where merited, in addition to critical remarks will often tend to leave a more favorable impression of the value of the audit.

As the continued effectiveness of the school audit program depends on its willing acceptance by all parties concerned, the importance of a good public relations program on the part of the independent public accountant cannot be overemphasized. Trustees and school officials alike must be shown the benefits they and their districts receive from this program. In addition to the tangible benefits summarized below, officials should know that the independent audit verifies the faithful stewardship of public funds entrusted to them. They should see that the district's operations in such fields as transportation, central purchasing, pooling of physical facilities, etc., are being subjected to the review

and advice of an independent outsider. They should understand that their certified public accountant can offer them general business advisory services not normally available to them.

DIRECT BENEFITS TO DISTRICTS

Many districts found very tangible benefits accruing to them as the result of audits under the new law. Some outstanding examples of such benefits include:

Elimination of a 6% collection fee improperly charged by some county assessors for collection of unsecured property taxes. Receipt of credit from county treasurer for the district's share of interest received on funds in the county treasury. The imposition of improper collection fees and the failure to allocate interest have been common practice in several counties for a number of years. Earlier discovery by an outside audit would have saved all school districts concerned many times the audits' costs.

Overpayment of invoices or duplication of payments were discovered in many districts. Recoveries of these overpayments and the installation of improvements in the method of handling invoices produced substantial financial benefits to districts.

Some other benefits called to the attention of districts as the result of the audit include: exemption from certain federal excise taxes; availability of certain federal subventions; discovery and collection of hidden accounts receivable; collection of improperly allocated school district taxes.

Important as these benefits may be to the district directly concerned with them, they appear to be no more important than the assurance provided to the general public as the result of these audits that the very substantial expenditure made by the state and other taxing authorities for educational purposes are being handled on a proper, businesslike basis.

FEES AND CONTRACTS

Considerable difficulties and controversies centered around the subject of fees. A number of public officials feel that the awarding of school audits must be based on public bids and that, in most cases, the contract must be let to the lowest bidder. This situation caused the awarding of some contracts to firms not properly qualified to render the service; a number of deficiency letters now being prepared by the Department of Finance seem to be the direct result of this situation. Other firms found that the agreed-on maximum fee was not adequate to compensate them for the work required. Many of these firms submitted bills showing their costs to be considerably in excess of the permissible maximum billing. They were, of course, only paid their agreed-on maximum. Another subcommittee of this committee is now exploring possible remedies to these unfortunate situations existing in connection with bidding on school audits as well as on other governmental engagements.

It appears that there were instances where insufficient advance investigation of the work required caused the accountant to agree on an inadequate maximum fee. It also appears that improper planning of audits

and incomplete preparations for the work to be done caused such excess costs to be incurred. Unfortunate as such experiences are to those concerned, they are almost unavoidable during the first year of a program of this kind. A possible improvement in this situation seems to be pointed out in a recent finding by the legal counsel of the Department of Education on the possibility of entering into a contract for audit services extending for a period of more than one year, provided that certain cancellation clauses are inserted in the contract. A formal issuance of this opinion by the Department of Education or by the Attorney General is expected to be forthcoming shortly.

THE SOCIETY'S SERVICES TO THE AUDITOR

Your Society believes that the successful performance of these audits during their first year and the continued successful performance in later years is of paramount importance to the profession in this state. To help practitioners in performing these audits, the Society cooperated with the Extension Division of the University of California in presenting a course in school district audits especially developed by the Audits Division of the Department of Finance. This course was first given during the summer of 1953. Eighteen classes met in ten cities throughout the state and 906 certified public accountants, public accountants, and their staff members participated in these courses. Again, during the summer of 1954 the Extension Division, in cooperation with your Society, presented another series of classes designed to incorporate the prior year's experience into the courses. Six of these classes met in five cities and a total of almost 300 students participated.

To assure wide acceptance of this program among the people most directly concerned with it, officers of the Society and members of this committee appeared at numerous meetings of school officials and trustees throughout the state ever since the passage of the law in 1953.

A member of the committee collaborated with the Audits Division of the Department of Finance in revising the audit program and the committee cooperated in reviewing this revision. The revision was designed to eliminate from the current year's audits a certain amount

TABLE A.—Year 1952-1953

	Participants		Total	Audits Performed		County School Service Funds
	No. of Firms	Society Members		Districts		
				Over 900 A.D.A.	Under 900 A.D.A.	
Certified Public Accountants....	141	122 *	1,538	202	1,293	43
Public Accountants	92	43 †	493	79	399	15
Totals	233		2,031	281	1,692	58

* Members of The California Society of Certified Accountants (87%).

† Members of the Society of California Accountants (47%).

of duplication and give more prominence to the auditor's use of his professional judgment in the performance of his work. A release of the Department of Education informed school officials of this revision and advised them that a "substantial reduction of audit costs" could be expected. Unfortunately, many districts found that the revision only tended to bring actual audit costs into line with the inadequate maximum fees of the prior year and that the expected reduction in maximum fees was not practicable.

CONCLUSION

As this review is being prepared, sufficient information is not available to evaluate the progress of contracts for audits of school districts for the school year 1953-54. Your committee is continuing its efforts to assist state and school officials in complying with the law on school audits and to assist members of the profession in efficiently performing these audits. The responsibility for continued favorable public acceptance of this program rests, however, on the practitioner who through his personal contact with officials and the general public must prove the value of the program.

NOTE: The following officials of the State of California have furnished some of the information contained in this report:

Eric McLachlan, CPA, Chief, Audits Division, Department of Finance.

B. M. Hunter, CPA, Principal Accountant, Audits Division, Department of Finance.

Dr. Frank Wright, Associate Superintendent of Public Instruction, and Chief, Division of Public School Administration.

Dr. Ronald W. Cox, Assistant Division Chief, School Administration, Department of Education.

PROPOSED PLANS FOR AVIATION EDUCATION

FRANK B. LINDSAY, *Chief, Bureau of Secondary Education*

A group of persons interested in aviation education in the public schools, including airport operators, educators, representatives of aircraft industries, and others, met with the Chief of the Division of Instruction and the Chief of the Bureau of Secondary Education in Los Angeles on September 14, 1954, to consider problems concerning the status of the budget requests made by the Department of Education for support of consultant service in aviation education for secondary schools. The following persons attended:

MAX M. APPLEBY, Principal, Burbank Junior High School

CLYDE P. BARNETT, Manager, Aviation Department, Los Angeles Chamber of Commerce

PAUL BELL, Glendale School of Aeronautics

MARSHALL BENEDICT, School and College Service, United Air Lines, Los Angeles

J. WESLEY BRATTON, Dean of Educational Services, Long Beach State College

D. RAYMOND BROTHERS, Principal, Garfield High School, Los Angeles

ERNEST J. GENTLE, Aero Publishers, Inc., Los Angeles

JESS L. GREEN, Personnel Director, Northrop Aeronautical Institute, Inglewood

ROBERT HAMILTON, Public Relations Office, Los Angeles International Airport

WILLIAM D. HECHT, School and College Representative, United Air Lines, San Francisco

FOSTER C. MERRILL, Assistant Superintendent in Charge of Instruction, Burbank Unified School District

F. A. W. STIEFLER, Director, Public Relations, Western Region, Aircraft Industries Association of America, Inc., Los Angeles

MRS. MARIAN C. WAGSTAFF, Professor of Education, Los Angeles State College

The problem of obtaining more staff time for consultant service in aviation education in the State Department of Education was discussed. Departmental requests for additional staff positions for any fiscal year are required to be submitted early in the preceding fiscal year to the State Department of Finance—the agency of the Governor for effecting balance and consistency of expenditures and operations among the several departments of state government—which screens the proposals before including them in the Governor's budget which is submitted to the Legislature each year.

The representatives of the State Department of Education reported that the requests made by the Department for budget provisions for aviation education have been reduced each year to coincide with the Legislature's demands for economy, and one of the consultants in Secondary Education who is assigned to aviation matters has also been given other general duties in secondary education; that last year the item of \$14,000 requested for aviation education services was eliminated

from the Department of Education Budget and was therefore not presented to the Legislature as a part of the Governor's budget. Attempts made by some legislators to have the aviation education item restored were not successful.

It was also explained that the Department of Finance ordinarily does not consider favorably a budget item that has been denied by the Legislature at a previous session, unless additional justification can be submitted for reintroducing the request. To add a staff position which is not in the Governor's budget for 1955-56, a separate and independent measure must be introduced.¹ The aviation industries and other interested groups can urge upon their legislators the need as they see it for providing additional assistance for aviation education in public schools.

The Legislature has not responded to repeated requests by the Department of Education for replacement of the airplane formerly used by state consultants in aviation education. Although the use of an airplane in this program is appropriate for many reasons, the lack of one has not prevented the Bureau of Secondary Education from encouraging secondary schools to establish or continue courses in aviation education or to introduce aviation content into courses already operating in various subject fields such as science, industrial arts, and social studies.

Plans for the furtherance of aviation education include the assignment of a consultant to the preparation for school use of a concise guide to aviation education. The Aviation Committee of the California Association of Secondary School Administrators has agreed to assist in preparation of such a guide, and has undertaken, with the help of the California Aviation Education Association, the task of compiling a proposed course of study in aviation for all grades from the kindergarten through the junior college. The guide and the proposed course of study will be tested adequately under a variety of teaching situations, and will be presented to school administrators for ascertainment of their degree of acceptance of the recommendations. The Bureau of Secondary Education and the Aviation Committee of the California Association of Secondary School Administrators will share the responsibility for presentation of these preliminary editions to superintendents of schools and secondary school principals.

From the advice obtained from administrators at the various school levels, the Bureau of Secondary Education can then formulate more exactly the need, in terms of man-days, or work to be done by a part-time or full-time consultant. This statement of essential manpower, linked to the guide and to the course of study in production, can then

¹ Assemblyman Carley V. Porter, currently representing the 69th Assembly District, has introduced AB 3388, a bill to revise Education Code Section 10221 pertaining to aviation education. The revision sets forth the kinds of aviation experiences appropriate to various grade levels, describes the functions of the State Department of Education in relation to aviation education, and provides for restoration of the aviation insurance program that was effective in 1946-47 when 125 secondary schools were providing actual flight experience.

be submitted to the aviation industry and airport operators to determine what steps they wish to take in support of legislation authorization to provide for additional consultant service in aviation education and for the necessary maintenance items.

It was suggested that certain state colleges have gained experience in conducting summer session workshops for teachers in aviation education and may well relieve the Bureau of further direct participation in workshops in those localities. Consultants can then work with other colleges if additional workshops should be needed elsewhere. The airport operators expressed willingness to supply planes for teachers' institutes where orientation flights for teachers may be educationally useful.

The Bureau of Secondary Education was urged to foster the introduction of aviation education into the curriculums of new high schools as their instructional programs are being formulated. The representatives of aircraft industries stated that 80 per cent of the persons entering positions in those industries need to have a high school education with emphasis upon basic skills in English, arithmetic, and industrial arts. It was also pointed out that the orientation flights provided in the past for high school students, by giving reality to the principles of navigation and the physics of engines and flight, have helped to motivate effort toward mastery of the basic skills.

The Chief of the Division of Instruction expressed willingness, if the need appears, to set up a Division-wide committee on aviation education to consider aviation content for curriculums at elementary high school, and junior college levels.

FIFTY YEARS OF PRESCRIBED INSTRUCTION IN ELEMENTARY SCHOOLS

LLOYD BEVANS, *Consultant in Elementary Education, and*
MALCOLM PEATTIE, *Assistant Administrative Adviser*

Evidence of the interest of early Californians in public education can be found in the State Constitution. Article IX, Section 1,¹ refers to the general diffusion of knowledge as being essential to the preservation of the rights and liberties of the people. Section 7 of the same article refers to the distribution of free textbooks for pupils to use while in school.²

Through the years the citizenry of California has not wavered in its recognition of education as a prime influence in the state's development. A thriving, prosperous economy depends in a large measure on the maintenance of a high level of education for all citizens. This is especially true in our modern, technical, and complex society.

People continue to recognize education as the chief means of achieving both individual and collective progress. California's schools are called upon by her citizens from time to time, through their elected representatives in the State Legislature, to emphasize one or another phase of education which they believe to be essential to their welfare and progress. The people's faith in public education as a means for bringing about any desired change becomes apparent in the legislation enacted since the early years of statehood, especially in the past fifty years. A brief review is presented here of the instruction prescribed for the public elementary schools of the state since 1904.

In 1904, Section 1665 of the Political Code prescribed the state minimum requirement of subjects to be taught, as follows:

Instruction must be given in the following branches in the several grades in which they may be required; viz.: Reading, writing, orthography, arithmetic, geography, nature study, language and grammar, with special reference to composition; history of the United States and civil government; elements of physiology and hygiene, with special reference to the effect of alcohol and narcotics on the human system; music, drawing, and elementary bookkeeping, humane education; *provided*, that instruction in elementary bookkeeping, humane education, elements of physiology and hygiene, music, drawing, and nature study may be oral, no textbooks on these subjects being required to be purchased by the pupils; *provided further*, that County Boards of Education may, in districts having less than one hundred census children, confine the pupils to the studies of reading, writing, orthography, arithmetic, language and grammar, geography, history of the United States and civil government,

¹ As enacted in the second Constitution, 1879. The first Constitution, adopted in 1849, provided for an elected superintendent of public instruction, a system of common schools and a state university, and specified sources of funds to be "inviolably appropriated" for the support of education; these provisions are now incorporated in Sections 2, 4, 5, and 6 of Article IX.

² Constitution of 1879, as amended 1912.

elements of physiology and hygiene, and elementary bookkeeping until they have a practical knowledge of these subjects; *and it is further provided*, that no more than twenty recitations per week shall be required of pupils in the secondary schools, and no pupil under the age of fifteen years in any grammar or primary school shall be required to do any home study.

Section 1667 of the Political Code provided in 1904 that

Instruction must be given, in all grades of school and in all classes during the entire school course, in manners and morals, and upon the nature of alcoholic drinks and narcotics and their effects upon the human system.

The Rules and Regulations of the State Board of Education regarding the government of the public schools contained special provision at that time for physical education. Section 18 of those rules read as follows:

In all primary schools, exercises in free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, and for a time of not less than three to five minutes for each exercise.

Other Board regulations of that day required the teachers to "give vigilant attention to the ventilation of their school rooms" and gave the following specific directions regarding teachers' deportment in the classroom:

... teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he study only to recite.

In 1907 manual training and domestic science were added to the list of subjects required by Political Code Section 1665, "when competent teachers thereof can be secured and there are sufficient funds in the district to pay their salaries." Nature study was to be taught "with special reference to agriculture."

In 1915, "orthography" was dropped from the list, "spelling" was added, and some allotment of time to the various subjects was provided for. In the first six grades, three-fourths of the pupil's time during each week was required to be devoted to study and recitation in reading, writing, spelling, arithmetic, geography, language, and grammar, with special reference to composition; history of the United States and civil government; the necessary elements of physiology and hygiene, with special reference to the injurious effects of tobacco, alcohol, and narcotics on the human system; and morals and manners. The seventh and eighth grades were required to devote 12½ hours a week to the same subjects. The time remaining in each week was to be devoted to the other subjects, including bookkeeping, physical culture, music, drawing, humane education, and nature study, "with special reference to agriculture and bird life." Manual training, vocational training, and domestic science were also required only if competent teachers could be found and paid. The partial exemption for small schools was retained, the test of eligibility for exemption being the employment of less than three

teachers. Pupils under fifteen years of age continued to be excused from homework.

In 1917, Political Code Section 1665 was completely rewritten to read as follows:

First—Instructions must be given in the following branches in the several grades in which they may be required, viz.: reading, writing, spelling, arithmetic, geography, language and grammar, with special reference to composition, history of the United States, with special reference to the history of the constitution of the United States and the history of the reasons for the adoption of each of its provisions, the duties of citizenship, together with instruction in local civil government; elements of physiology and hygiene, with special reference to the injurious effects of tobacco, alcohol, and narcotics on the human system; morals and manners. In the first six grades of the elementary schools, at least two-thirds of the pupil's time during each week shall be devoted to study and recitation of the subjects hereinbefore enumerated, and in the seventh and eighth grades, at least twelve and one-half hours of the pupil's time each week shall be devoted to the study and recitation of such subjects.

Second—From the time remaining after study and recitation of the studies hereinbefore enumerated, at least twenty minutes of each school day must be devoted by all pupils over the age of eight years to such physical training as shall be most conducive to their proper physical development, and instruction must be given in nature study with special reference to agriculture and animal and bird life, music, drawing, elementary bookkeeping, humane education. Manual training, household economics, and other vocational subjects may be taught in any elementary school of the state; *provided*, that in school districts employing six or more elementary school teachers in any one school, whether housed in one or more buildings, manual training and household economics must be taught. The state board of education may, in its discretion, adopt textbooks in any of the subjects listed in this subdivision.

Since 1917, pupils under 15 years of age have not had the Legislature's protection against homework.

In 1923 the Legislature enacted a law requiring that instruction in the Constitution of the United States and in American institutions and ideals¹ be given in both public and private schools, beginning with the eighth grade and extending through high school and college levels, and that no student be allowed to graduate without passing an examination in this subject matter. The history of California was added to the subjects required in the elementary curriculum, as well as art and training for healthful living. Fifty per cent of the school day was required to be devoted to reading, writing, spelling, language study, and arithmetic. Bookkeeping, manual arts, domestic science, humane education, and nature study were omitted from the list of required subjects.

With the enactment of the School Code, in 1929, the Legislature added the requirement of physical education courses for periods which averaged 20 minutes in each school day in the elementary schools, as

¹ Act 7489, now embodied in amended form in Education Code Sections 10051 to 10055.

well as courses in fire prevention and in safety and accident prevention. A minimum of 50 per cent of each school week in grades one through six was required to be devoted to reading, writing, language study, spelling and arithmetic, and a minimum of 600 minutes of each school week was required to be devoted to such subjects in grades seven and eight.

In 1941, civics was added to the list of subjects to which certain proportions of time had to be devoted. Also, the Declaration of Independence became a required subject of study. No additions were made to the list when the School Code was superseded by the Education Code in 1943.

In 1947, provision was made for excusing pupils from "training for healthful living" when such training conflicts with their religious beliefs.

No major changes in the statutory list of subjects prescribed for study in the elementary grades have been made since 1929, with the exception of those herein mentioned. It is recognized, of course, that the methods of teaching required subjects, the textbooks used, and the scope of the courses have changed considerably.

CALIFORNIANS AT WORK

The latest available facts and figures on the California labor force are presented in a publication, *Californians at Work*, prepared by William H. McCreary, Acting Chief of the Bureau of Guidance, and issued as a Departmental bulletin.¹ As indicated in a foreword by Superintendent of Public Instruction Roy E. Simpson, "This bulletin has been prepared as a resource to school administrators, counselors, and teachers in planning and presenting units of study on occupations and related topics and in individual counseling." Statistical information secured from reports of various federal and state governmental agencies has been placed in a convenient form for the use of school personnel and parents in helping young people to make sound educational and vocational plans.

A unique feature of the publication is the listing of the 90 occupations for men and the 40 occupations for women that afford employment to nine out of every 10 employed in the state. For each of these major occupations, the number of persons employed, the median salary in 1949, and the rate of growth between 1940 and 1950 are reported. Information is likewise provided on employment in these major occupations in eight metropolitan areas of the state: Fresno, Los Angeles, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, and Stockton.

Of the more than four million persons employed in California in 1950,² 30 percent held jobs as craftsmen, foremen, and kindred workers or as semiskilled operatives working largely in factories. These were the two largest groups of occupations represented in the state's labor force, followed in order of numbers by clerical workers; managers, officials, and proprietors; and professional and technical workers. About one out of nine employed persons in California held a professional or technical position.

The number of employed women in California increased 81 per cent between 1940 and 1950. One woman in three was a breadwinner. Roughly 30 per cent held professional positions; the two fields employing the largest proportion of these were teaching and nursing, and the two fastest-growing fields were accounting and medical or dental technician work. The number of women employed in the two last-mentioned fields increased 243 and 210 per cent respectively during the decade, while the gains in teaching and nursing fell behind the average for all

¹ William H. McCreary, *Californians at Work*. Bulletin of the California State Department of Education, Vol. XXIV, No. 1, January, 1955. Pp. 64.

² As reported by Bureau of the Census, *U. S. Census of Population, 1950*, Vol. II, *Characteristics of the Population*, Part 5, *California*. Washington 25: Bureau of the Census, U. S. Department of Commerce, 1952. This portion of the census is also known by the title *California: Detailed Characteristics*.

women's occupations. Apparently, women also found the opportunities in sales work attractive, for the number so employed doubled in the 10-year period. Higher than average gains were also registered in the numbers of craftsmen and operatives.

Among occupational groups of men, the fastest-growing between 1940 and 1950 were mechanical engineers, electrical engineers, college teachers, buyers and department heads in retail stores, purchasing agents and buyers, linemen and servicemen for utility companies, mechanics and repairmen, tool and die makers, upholsterers, metal filers, grinders and polishers, and welders and flame cutters. Employment gains in these categories from 1940 to 1950 were in excess of 100 per cent as compared with an average gain of 50 per cent in the total male labor force.

The bulletin also notes employment growth in major industrial groups during the decade 1940-50. The largest gains were made in construction (95 per cent), manufacturing (84 per cent), and public administration or government (161 per cent).

Other subjects discussed in the publication are the importance of occupational life and the role of the counselor in helping young people make wise vocational plans, replacement needs in various occupations due to death and retirement of workers, and further sources of information on the labor force of especial value to school guidance workers.

The bulletin is being distributed to county and city superintendents of schools, district superintendents of secondary school districts, principals of day and evening secondary schools, and selected guidance personnel.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

CIVIL SERVICE EXAMINATION FOR CHIEF, BUREAU OF SCHOOL PLANNING

The State Personnel Board has scheduled a civil service examination for Chief, Bureau of School Planning, on June 4, 1955. The final date for filing applications will be May 14, 1955. This position, which is in the Division of Public School Administration of the State Department of Education, in Sacramento, will be vacant at the end of the current fiscal year. Charles W. Bursch, the incumbent Chief, has announced that he will retire on June 30, 1955.

Examination announcements and application forms are available at the offices of the State Personnel Board, 1015 L Street, Sacramento 14; 515 Van Ness Avenue, San Francisco 2; and 110 State Building, Los Angeles 12.

HANS CHRISTIAN ANDERSEN ANNIVERSARY

April 2, 1955, marks the one hundred fiftieth anniversary of the birth of Hans Christian Andersen, Denmark's famed author of fairy tales that are cherished by children and grownups over most of the world. Probably no other person has contributed more to children's literature than has this kindly author of delightful phantasy.

For this reason, superintendents and principals of all public schools in California are urged to make plans to observe Hans Christian Andersen's birthdate by suitable activities, such as readings or dramatizations of his stories, arrangement of exhibits of his works, or school exercises in his honor.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

BEATRICE S. GORE and JANE STODDARD. *Teaching the Cerebral Palsied Child: A Handbook for Teachers*. Bulletin of the California State Department of Education, Vol. XXIII, No. 7, November, 1954. Pp. xii + 82.

This handbook contains information regarding materials and practices that are being used successfully in the teaching of cerebral palsied children in special

schools and classes in California. The publication was prepared by the two consultants in education of physically handicapped children on the staff of the Bureau of Special Education, with the assistance of teachers of cerebral palsied children in the special public day schools and classes in the state.

The information and practical suggestions in this handbook are arranged under the following general topics: special educational needs of the cerebral palsied child; the daily school program; teaching the social studies, the language arts, music and art; development of number concepts and skills; and methods of evaluating pupil progress. The bulletin is liberally illustrated with photographs and drawings.

Copies have been distributed to county, city, and district superintendents of schools, to supervisors and directors of special education, and to principals and teachers of schools and classes for cerebral palsied children. The price to others is \$0.75, plus tax on California orders.

Directory of Administrative and Supervisory Personnel of California Public Schools, 1954-55: Bulletin of the California State Department of Education, Vol. XXIII, No. 8, November, 1954. Pp. viii + 210.

This annual directory, compiled by the Bureau of Education Research according to the plan initiated with the edition of 1949, contains the names of superintendents of schools and their full-time administrative and supervisory staff members in the 58 counties of California and its more than 1,900 school districts, together with their position titles and the mailing addresses of their county and district headquarters. The elementary and secondary schools are listed under the district or office which maintains them, with the name of the principal in charge. Lists of the members of the State Board of Education, the professional staff of the State Department of Education, and the State Curriculum Commission are included. Alphabetical indexes are provided for personal and district names.

Copies of the directory were distributed early in January to school administrators and their administrative staff members. The price to others is 75 cents, plus sales tax on California orders.

ADDITIONS TO STATE LIST OF HIGH SCHOOL TEXTBOOKS

NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the February, 1955, issue of *California Schools*.

AGRICULTURE			
Farm Mechanics		New	Prices Exchange
Roehl & Longhouse, <i>Farmer's Shop Book</i> , tenth edition (1953).....	Bruce	\$3.10	\$2.78
BUSINESS			
Business Law			
Rosenberg, <i>Essentials of American Business Law</i> , second edition (1955).....	Gregg	2.37	2.31
Stenography			
Gregg, Leslie & Zoubek, <i>Gregg Shorthand Manual Simplified</i> , second edition (1955).....	Gregg	2.11	2.06
ENGLISH			
Composition, Grammar, and Rhetoric			
De Boer, <i>The New Building Better English</i> , [Grade] 12 (1955).....	Row	2.37	2.22

ENGLISH—Continued

Composition, Grammar, and Rhetoric—Continued

	New	Prices Exchange
John & Others, <i>The New Building Better English</i> (1955)..... Row		
[Grade] 9	\$2.37	\$2.22
[Grade] 10	2.37	2.22
[Grade] 11	2.37	2.22
Pollock & Others, <i>The Macmillan English Series</i> Macmillan		
[Grade 7] <i>Words and Ideas</i> (1954).....	1.86	1.81
[Grade 8] <i>Thought and Expression</i> (1954).....	1.86	1.81
[Grade 9] <i>Our English Language</i> (1955).....	2.18	2.12
[Grade 10] <i>Essentials of Modern English</i> (1955).....	2.30	2.24
[Grade 11] <i>Language Arts and Skills</i> (1955).....	2.30	2.24
[Grade 12] <i>The Art of Communicating</i> (1955).....	2.30	2.24
Tressler & Christ, <i>English in Action</i> , sixth edition (1955)..... Heath		
Course 1	2.37	2.31
Course 2	2.37	2.31
Course 3	2.50	2.43
Course 4	2.50	2.43
Wolfe & Others, <i>Enjoying English</i> , second edition (1955)..... Singer		
[Grade 10]	2.37	2.27
[Grade 11]	2.46	2.36
[Grade 12]	2.50	2.40

Reading Skills

Murphy, Miller & Murphy, <i>Let's Read</i> , Book 3, <i>Growing Up in Reading</i> (1955)..... Holt	2.27	2.21
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GUIDANCE, ORIENTATION, AND PERSONALITY DEVELOPMENT

Bennett, <i>College and Life; Problems of Self-Discovery and Self-Direction</i> , fourth edition (1952)..... McGraw	3.60
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MATHEMATICS

Algebra		
Fehr, Carnahan & Beberman, <i>Algebra</i> (1955)..... Heath		
Course 1	2.40	2.34
Course 2	2.40	2.34
Smith & Lankford, <i>Algebra One</i> (1955)..... World	2.24	2.18

SCIENCE

Biology		
Milne & Milne, <i>The Biotic World and Man</i> (1952)..... Prentice	5.56
General Science		
Smith & Jones, <i>General Science</i> (1955)..... Lippincott	3.04	2.96

SOCIAL STUDIES

Geography		
Sorensen, <i>A World View</i> (1954)..... Silver	3.04	2.96
History—World		
Hayes, Moon & Wayland, <i>World History</i> , third revised edition (1955)..... Macmillan	3.52	3.43
Social Problems		
Patterson, Little & Burch, <i>Problems in American Democracy</i> , third revised edition (1955)..... Macmillan	3.36	3.28

VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

Automotive Mechanics			Prices	
			New	Exchange
Kuns, <i>Automotive Service</i> , Volume I, revised edition (1954)	Bruce		\$4.21	\$3.55
Electricity				
Tustison & Ruehl, <i>Electrical Essentials for the Practical Shop</i> (1952)	Bruce		1.09	.98
Mechanical and Engineering Drawing				
Berg, <i>Mechanical Drawing</i> , third edition, revised (1954)	Bruce			
Complete Edition				
Clothbound			2.05	1.84
Paper-bound			1.44	1.29
Book I			.74	.67
Book II			.70	.63
Rigast, <i>Single Stroke Drafting Lettering</i> (1954)	Bruce		.51	.46
Woodworking and Carpentry				
Milton & Wohlers, <i>Fundamental Wood Turning</i> (1953)	Bruce		2.98	2.51
Tustison, Brown & Barocci, <i>Instructional Units in Hand Woodwork</i> , revised edition (1954)	Bruce		2.11	1.89

VOCATIONAL GUIDANCE

MacGibbon, <i>Fitting Yourself for Business</i> (1955)	Gregg	3.60	3.51
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REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the February, 1955, issue of *California Schools*, to replace editions previously listed.

ENGLISH

Composition, Grammar, and Rhetoric

Gray & Hach, <i>English for Today</i> , revised (1955)	Lippincott		
Grade 9		2.08	2.03
Grade 10		2.11	2.06
Grade 11		2.18	2.13
Grade 12		2.21	2.15

INTERPRETATIONS OF LAW

APPLICABLE TO SCHOOLS

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINIONS OF CALIFORNIA DISTRICT COURTS OF APPEAL

School District's Right to Object to Annexation of Uninhabited Territory to City

Where a city proposes to annex territory pursuant to the Annexation of Uninhabited Territory Act of 1939 (Government Code Sections 35000-35003, 35300-35326), and the proposed annexation, if successful, would automatically remove the annexed territory from a school district and from its tax rolls, the school district has sufficient beneficial interest in the annexation to be a proper party plaintiff in a proceeding in mandamus to compel the city council to terminate such annexation proceedings, or in a proceeding in certiorari to test the validity of the annexation proceedings taken, prior to the time that the city could test the validity of the complete annexation process in a proceeding in quo warranto. In such annexation proceedings, the city council has jurisdiction to consider a petition for annexation that has been submitted to the county boundary commission before the county boundary commission submits its report and recommendation to the city council. The effect of Education Code Sections 2421-2421.5 is not discussed. (*Jefferson Union School Dist. v. City Council*, 129 A.C.A. 307.)

Right of School District to Dedicate Property for Street Purposes; Scope of Judicial Review of Acts of School Boards

The governing board of defendant school district, pursuant to Education Code Sections 18671 and 18672, declared its intention to dedicate certain district property as a public street, authorized expenditures of district funds in connection with the dedication of the property, and set a public hearing on the dedication. Plaintiff taxpayers petitioned for an injunction in the Superior Court against the proposed action of the board, claiming that it would interfere with teaching, create traffic and flood hazards, impose problems of administration and morals, depreciate taxpayers' property, deprive the school of badly needed space, and consume school funds needed for school purposes. The Superior Court

dismissed the petition, and on the taxpayers' appeal, judgment of dismissal was affirmed by the District Court of Appeal. The Appellate Court rejected the taxpayers' contentions that Education Code Sections 18671, 18004, and related sections do not authorize the dedication of school property in a manner that would be detrimental to its use for school purposes; that the threatened dedication would be an abuse of the governing board's discretion and would constitute a gift of the money and property of the district in violation of Article IV, Section 31, and Article IX, Section 1, of the Constitution of California. The court found that the dedication was for a public purpose and was of benefit to the district and that no gift in violation of the Constitution was involved. The court said of the plaintiffs' contentions that the dedication would be detrimental to the use of the property for school purposes and in abuse of the board's discretion:

The answer to these contentions is found in the familiar rule that courts will not interfere with the actions of administrative boards in the absence of fraud, collusion, bad faith or manifest abuse of discretion. The most that was charged was error of judgment and the court has no power to substitute its judgment for that of the administrative board. . . .

It must be presumed that all the matters alleged in the complaint which it is claimed would operate to the detriment of the district were considered by the board before it took its action and that the dedication and improvement, although entailing some disadvantages, would be consistent with a proper use of the property for school purposes.

The court also held that where the board gave more than the ten days' notice of the public hearing on the proposed dedication, the fact that the signatures of 33,000 qualified voters were the minimum required for an effective protest and that the same could not be obtained in the allowed time gave the taxpayers no greater right to be heard than that afforded by the statute. The "public hearing" provided for by the statute is merely one to ascertain the public interest. Since the property to be dedicated belong to the school district as trustee for the State, and not to the taxpayers, the taxpayers are not deprived of property by the action of the board, and the notice and hearing requirements of due process of law need not be met. (*Ransome v. L. A. City High School Dist.*, 129 A.C.A. 563.)

*Dismissal of Teacher for Refusal to Answer Questions
Concerning Communist Party Membership*

A permanent teacher refused to answer the question: "Are you a member of the Communist Party of Los Angeles County?", propounded by the California Senate Fact Finding Committee on Un-American Activities. Basing its action on her refusal and on its rules closely similar to the Dilworth Act (Cal. Stats. 1953, Ch. 1632), the teacher's employing district governing board served her with a notice of dismissal, and upon her demand for hearing, filed a complaint in the Superior Court. The Superior Court held that the board had the right

to dismiss the teacher, and on appeal, the District Court of Appeal affirmed the judgment. The court held that the Levering Act (Government Code Sections 3100-3109), pertaining to loyalty oaths, did not invalidate the board's rule; that the teacher's beliefs concerning her duty with regard to refusing to answer the question were immaterial to the board's right to dismiss her; and that where the teacher knew that under the rules of her employing board she could not retain her employment if she were a member of the Communist Party, the board had no duty to show that she knew of the activities or purposes of the Communist Party in order to dismiss her. The court also dismissed the teacher's contention that Senate Resolution 127, establishing the California Senate Fact Finding Committee on Un-American Activities, is unconstitutional. (*Board of Education v. Eisenberg*, 129 A.C.A. 868.)

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

No New Junior College District Created on Annexation of High School Districts to Existing Junior College District

High school districts annexed to an existing junior college district become a part of the existing junior college district, and no new district is created by such annexation. Upon the completion of such annexation, the junior college district becomes a district composed of two or more high school districts within the meaning of Education Code Section 4103, and the governing board may, but is not required to, divide the junior college district into election wards. The annexation is effective upon the filing of the order therefor by the board of supervisors, under Education Code Section 4324. (AGO 54-223; 24 Ops. Cal. Atty. Gen. 257.)

Defeat of Field Act Propositions Absolves Governing Board Members of Personal Liability

The personal liability of the members of the governing board of a school district for injuries to persons or property resulting from the dangerous condition of district school buildings would be absolved if, pursuant to the Field Act election provisions (Education Code Sections 18225-18236), the governing board of the district submits to the voters the propositions listed therein, namely, authorization of bonds, increase in tax rate, and abandonment of the dangerous buildings, and all three are voted down. All three propositions must be submitted. If the bond issue carries but is not sufficient to raise the necessary funds for repair, reconstruction, or replacement of the unsafe buildings, the bond proposition may be treated as interdependent with the tax increase proposition, so that the latter may be used to raise a sum equal to the estimated cost of rehabilitating the buildings, less the amount raised by the bonds. (AGO 54-220 24 Ops. Cal. Atty. Gen. 294.)

FOR YOUR INFORMATION

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. A list of events scheduled for the school year 1954-55 was published in the September issue of *California Schools*, and several additional events were announced in the October and January issues. Notices of the following meetings to be held, or dates to be changed, have been received since the February issue went to press.

ADDITIONS TO CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1955		
Dates	Organization and Event	Place
March 18-19, 1955	Audio-Visual Education Association of California, Northern Section, Spring Meeting	Chico State College
April 23, 1955 (correction)	Northern California Continuation Education Association, Spring Meeting	Fresno
May 7, 1955	Southern California Continuation Education Association, Spring Meeting	Knott's Berry Farm, Buena Park

CONFERENCE ON EDUCATION OF SPANISH-SPEAKING YOUTH

A conference on the Education of Spanish-speaking Children and Youth will be held at San Jose State College from June 27 to July 15, 1955. Mrs. Afton Nance, Consultant in Elementary Education, will direct the conference. Mrs. Lorene Marshall, also Consultant in Elementary Education for the State Department of Education, and Maureen Moore, Vice-principal of Franklin High School, Stockton, will serve as conference staff.

Elementary and secondary school teachers, supervisors, guidance workers, and administrators interested in improving educational opportunities for Spanish-speaking pupils will find the activities of the conference helpful.

Guest instructors will discuss the background and culture of Spanish-speaking people in California, their economic and social status, and their integration into community life. Emphasis will be given to language and speech problems, and successful techniques for improving language facility will be demonstrated and discussed. Opportunities will be given for observation of skilled teachers at work with children of Spanish-speaking background. Special library facilities will be provided. Individual and group study projects, study trips, and opportunities to discuss individual problems of instruction with staff members will be arranged.

Inquiries regarding the conference should be addressed to Mrs. Afton Dill Nance, Room 444, Education Building, 721 Capitol Avenue, Sacramento 14.

WORKSHOP FOR ELEMENTARY SCHOOL ADMINISTRATORS

A workshop for elementary school administrators is to be offered at San Jose State College from July 18 to August 5, 1955. This workshop is designed for persons seeking up-to-date information on a wide variety of topics connected with the administration of a modern program of elementary education, particularly relating to the current and projected educational scene in California. Resources to be utilized in the workshop are to be drawn from three sponsoring groups—the California State Department of Education, San Jose State College, and the California Elementary School Administrators Association. In addition, workshop participants will have opportunity to confer with city, district, and county superintendents of schools who will be invited to serve as consultants for short periods of time.

Topics to be considered in the workshop are grouped into three major classifications. Participants will have opportunity to work in all three areas, and are encouraged to bring practical problems on which to work, with assistance, during the workshop period. Enrollment will be limited. Inquiries may be addressed to the Director of Summer Session, San Jose State College, San Jose, California.

The following outline is illustrative of the proposed grouping of topics and subtopics:

Area I—PERSONNEL

Certificated Personnel: Recruitment, current programs of preservice education, the selection and employment of certificated personnel, current salaries, programs of in-service education, the evaluation of services. (Similar topics will be considered as they relate to noncertificated personnel)

Pupil Personnel: Grouping within a school, class size, attendance procedures, guidance services, pupil personnel records, promotional policies, marking systems, reporting practices. (Administering programs for handicapped children will receive attention)

Community Personnel: Work with boards of education, advisory groups, coordinating councils, parent groups

Area II—INSTRUCTION

Organizing the instructional programs; the supervision of instruction; materials of instruction, including state textbooks, supplementary books, and audio-visual aids; an overview of selected areas of elementary school curriculum, including social studies, language arts, arithmetic, art, music, physical education; techniques of evaluation, including objective and subjective methods of measurement

Area III—FINANCIAL AND LEGAL CONSIDERATIONS

Financing elementary education, business management, school law in California, buildings and equipment, transportation, organization of districts, and other topics

CONVENTION OF COUNCIL FOR EXCEPTIONAL CHILDREN

The thirty-third Annual Convention of the International Council for Exceptional Children will be held in Long Beach, April 12-16, 1955. The convention headquarters will be Hotel Lafayette, and meetings will be held there as well as in the Municipal Auditorium and the Wilton Hotel.

The fifth annual meeting of the California Federation of the International Council for Exceptional Children will be held during the same interval.

The theme of the general sessions will be "Strengthening the Team Approach in Special Education." Such outstanding speakers as William Carr, Herbert Stolz, Ruth Raatama, and George Tarjan have been engaged as main speakers for these meetings.

Inquiries concerning the program may be addressed to Francis E. Lord, Program Chairman, at Los Angeles State College of Applied Arts and Sciences, 855 North Vermont Ave., Los Angeles 29, California.

SCHOLARSHIP FOR TEACHER OF LIP READING

The American Hearing Society has announced March 1 as the opening date for competition for the 1955 Kenfield Memorial Scholarship, an award made annually to a prospective teacher of lip reading. Funds for the scholarship were subscribed in 1937 in memory of Coralie N. Kenfield of San Francisco, who was widely known for her advanced methods in teaching lip reading.

The winner of the award is entitled to take a teacher-training course in lip reading from any school or university in the United States acceptable to the Teachers Committee of the American Hearing Society.

Information and application blanks may be obtained by writing to the Society's national headquarters, 817 Fourteenth St., N.W., Washington 5, D. C. Deadline for returning completed applications is May 1.

SCHOLARSHIPS IN SIGHT CONSERVATION

The Delta Gamma Foundation maintains a fund from which annual scholarship awards are made available for persons who intend to become orthoptic technicians, teachers of partially seeing children, or specialists for blind preschool children. The National Society for the Prevention of Blindness, Inc., of New York City, states that in the past these scholarships have been most helpful to teachers who are interested in serving partially seeing children, particularly those who are free to take approved six-week summer courses. School personnel are urged to bring this award program to the attention of as many teachers as possible.

Detailed information may be secured from the Delta Gamma Central Office, 50 West Broad St., Columbus 15, Ohio. The deadline for application is May 1.

FOREIGN STUDY FOR AMERICANS

Opportunities for foreign study in 15 countries are listed in *Foreign Study Grants, 1955-56*, a pamphlet published in January, 1955, by the Institute of International Education, 1 East 67th Street, New York City.

Universities, private groups, and governments in Europe, Asia, and Latin America have offered fellowships to American students for the academic year 1955-56. The fellowships and scholarships are designed mainly for graduate students. General eligibility requirements are U. S. citizenship; proof of good academic record and capacity for independent study; good character, personality, and adaptability; and good health. Ability to read, write, and speak the language of the country of study is a requirement for most competitions.

In addition to a listing of available awards, the Institute pamphlet suggests fields of study in the countries where awards are offered, such as languages and cultures, fine and applied arts, sciences, government and history, social sciences, philosophy and theology. The Institute of International Education administers exchange programs for public and private agencies in the United States and abroad. Each year approximately four thousand persons from 80 countries study or train under its auspices in countries other than their own.

Summer school opportunities include eight awards for the University of Vienna Summer School and several partial grants toward tuition and maintenance at the English and Scottish summer school courses at the universities of Oxford, Edinburgh, London, and Birmingham. The Birmingham course on Shakespeare and Elizabethan drama is held at Stratford-on-Avon.

COLORADO SCHOOL OF MINES SCHOLARSHIP, 1955-1956

The Colorado School of Mines offers for 1955-56 a scholarship to a male student from California who has received the recommendation of the Superintendent of Public Instruction.

The scholarship exempts the holder from payment of tuition. The value of this exemption is \$425 to \$475 a year. Since it may remain effective for a maximum period of four years, provided the student maintains a satisfactory scholastic standing and complies with the rules and regulations of the school, it has a total value of approximately \$1800.

The applicant must be a bona fide resident of California, in the upper tenth of his high school graduating class, who possesses the qualities essential to the making of a successful mineral engineer, and who has not previously attended the Colorado School of Mines.

A school administrator who knows a student who may be interested in and eligible for this award should request him to write, *not later than June 1, 1955*, to the Superintendent of Public Instruction, asking that he be considered for the scholarship. His letter should include a

complete scholastic record from his high school and a recommendation by his principal or counselor.

Applicants should write to the Director of Admissions, Colorado School of Mines, Golden, Colorado, stating that they have applied for the scholarship and requesting application blanks for admission and information concerning entrance requirements.

PRESIDENTS' DAY

Observance of March 4 as Presidents' Day was started in California on March 4, 1951, and the idea of such an annual observance has spread until in 1954 it was recognized by proclamation of official statement of the governors of 41 states, including California.

A Committee for Presidents' Day, with headquarters at Compton, California, has as its slogan: "Know Our Presidents and You Know Our American Heritage." The committee invites schools to prepare reports of the work done on this day, to be mailed by May 1, 1955, to Hal Fischer, Director, Committee for Presidents' Day, 1816 Tucker St., Compton 2, California. The reports will be judged on the basis of initiative shown and worthiness of ideas presented as means of teaching national history. Awards will be given, and the best ideas will be circulated nationally as aids in the 1956 observance. The committee suggests the following as appropriate activities in recognition of the office of the President of the United States:

Drawing pictures of the presidents

Playing history games, such as "Guess the President" from clues such as dates, places, or events

Making a "Book of Presidents" for the school, containing pictures, stories, poems, and cartoons

Writing letters to the President at the White House

Writing biographies of presidents

Participating in and listening to debates on topics related to the lives and careers of presidents

Attending assemblies to hear speakers who emphasize the office of the President and the qualities necessary for leadership

Discussing the ancestral and vocational backgrounds of the presidents

Relating interesting events in the lives of the presidents and their wives

PAN AMERICAN DAY, April 14, 1955

Pan American Day in 1955, and Pan American Week, will mark the sixty-fifth anniversary of the modern Pan American movement, which had its inception in the First Inter-American Conference, held in Washington in 1890. It will also be 25 years since the Council of the Organization of American States, then known as the Governing Board of the Pan American Union, in 1930 adopted a resolution recommending that the governments of the American republics designate April 14 as Pan American Day, as a "commemorative symbol of the sovereignty of the

American Nations and the voluntary union of all in one continental community."

The keynote of the 1955 observances of Pan American Day will be "Sixty-five Years of Inter-American Co-operation." Requests for information relating to this observance and for the following materials which have been prepared for teachers and group leaders should be addressed to the Division of Publications, Pan American Union, Washington 6, D. C.

1. Poster announcing 1955 observance.
2. Leaflet, "Sixty-five Years of Inter-American Co-operation."
3. Leaflet, "What the OAS Is Today," giving basic objectives, chart of the Organization of American States, description of member states, examples of technical co-operation.
4. Leaflet on Inter-American co-operation as reflected in speeches of statesmen from Bolivar's time to today.
5. Series of information sheets on member countries: "Introduction to Latin American Countries."
6. Instructions for Latin American Dances, with list of records available in the United States.
7. Leaflet giving descriptions and photographs of a few typical national costumes.
8. Typical Latin-American recipes.
9. Map of the Pan American Highway.
10. Leaflet of program suggestions.

POLIO IMMUNIZATION PROJECT

Information concerning the effectiveness of the Salk poliomyelitis vaccine will be released early in April. If evidence from field trials shows that the vaccine is effective, and if the product is licensed by the National Institutes for Health for commercial use, a supply will be made available to each state by the National Foundation for Infantile Paralysis. The State Department of Public Health will be responsible for the program in each state.

Children enrolled in the first and second grades of all elementary schools—public, private, and parochial—will be offered the vaccine under the proposed program. In California the size of this group has been currently estimated at 510,000 children. In addition, all children who participated in the 1954 field trials but who did not receive the vaccine (the control group) will be offered the vaccine.

If the proposed program goes into operation, local health officers will administer the vaccine within their jurisdictions. It is suggested that school personnel keep in contact with the local health officer concerning plans being developed for the administration of the poliomyelitis vaccine. Areas in which local health departments have not been organized may request assistance from the State Department of Public Health in planning this immunization project.

HIGH SCHOOL POETRY AND PROSE ANTHOLOGIES

The National High School Poetry Association, 3210 Selby Avenue, Los Angeles 34, California, has announced a closing date of March 25, 1955, for submission of manuscripts for spring semester poetry anthologies. Students in junior or senior high schools, grades 7 to 12, in the United States, Alaska, Hawaii, Puerto Rico, and the Canal Zone are eligible to compete. Last year about 4,500 high schools were represented by more than 400,000 manuscripts, 10,000 of which were published in January, 1955, in 28 different state and regional anthologies.

Prose essays of 150 words or less, on any subject, will also be accepted from students in these grades. The closing date in the essay competition is November 10, 1955.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- ARBUCKLE, DUGALD S. *Student Personnel Services in Higher Education*. New York: McGraw-Hill Book Co., Inc., 1953. Pp. x + 352.
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